Grade Two

Theme	***People Working Together***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***1. Time can be shown graphically on calendars and timelines.***

Content Elaborations

From Pre-Kindergarten through grade one, students practice using the language of time to order events from daily life.

In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order.

Students also should be able to place a series of events in chronological order on a timeline.

Expectations for Learning

Measure calendar time by days, weeks, months and years.

Place a series of related events in chronological order on a time line.

Instructional Strategies

Use dates and events from biographies students are reading and have students place them in chronological order on a timeline.

As students learn about specific people or events in history, they can place them in chronological order on a timeline.

Focus on a current event and have students place related events on a timeline.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Instructional Resources

Connections

Connect to Fine Arts Academic Content Standards by creating a classroom mural of events depicting the school year.

Connections can be made to the Common Core State Standards for Mathematics through discussion of calendars and timelines.

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***2. Change over time can be shown with artifacts, maps and photographs.***

Content Elaborations

In kindergarten and grade one, students learned that photographs, letters, artifacts and books reveal much about daily life in the past.

Students in grade two build on that understanding as they use artifacts, maps and photographs to investigate change over time and answer questions about daily life from the past to the present.

Instruction should involve students working with artifacts, maps and photographs, including online resources, which reflect daily life.

Expectations for Learning

Use artifacts, maps and photographs to describe how daily life has changed over time.

Instructional Strategies

Organize scrapbooks of photos related to activities in daily life and representing past and present time periods in different places. Assist students in making inferences about the ways in which daily life has changed from past to present.

Students create a classroom museum of artifacts that reflect change over time regarding a certain topic. Examples could focus on transportation (e.g., from the Model T car to present-day hybrids), technology (e.g., typewriters to computers) or clothing.

Diverse Learners

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Comparison activities can be differentiated by allowing students to select artifacts, maps or photographs for analysis.

Instructional Resources

Local historical societies may be able to provide speakers, photographs and maps of your area's growth over time.

Connections

Connect to the Science Academic Content Standards by starting a project in the fall and documenting the changes over time (e.g., growing plants).

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***3. Science and technology have changed daily life.***

Content Elaborations

Advances in science and technology have changed and continue to change the way people have communicated and traveled.

Advances in communications include, but are not limited to:

- Mail;
- Cell phones;
- Email;
- Texting; and
- Social networking.

Travel methods include, but are not limited to:

- Walking;
- Horseback riding;
- Canoeing;
- Using public transportation;
- Traveling by car;
- Traveling by ship;
- Traveling by airplane;
- Traveling by high-speed train; and
- Adventuring into space.

Expectations for Learning

Describe how science and technology have changed daily life.

Instructional Strategies

Create a multimedia presentation that describes how science and technology have changed communication and travel over time (e.g., wall-mounted and rotary telephones to cell phones, books to Kindles, radios to iPods).

Diverse Learners

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Instructional Resources

A Street Through Time by Dr. Anne Millard and Steve Noon

A City Through Time by Steve Noon

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***4. Biographies can show how peoples' actions have shaped the world in which we live.***

Content Elaborations

Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for "the common good" in grade three.

Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors and scientists.

Expectations for Learning

Use information from a biography to describe how the actions of individuals have impacted the world today.

Instructional Strategies

Students role play the subject of a biography. Have the class interview this person, asking questions about the individual's actions and significant contributions.

Create a baseball card about a historic person and have students include a picture and "*stats*."

Diverse Learners

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For the role-playing strategy, the teacher can provide a template or a list of suggested questions for the interview.

Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***5. Maps and their symbols can be interpreted to answer questions about location of places.***

Content Elaborations

In second grade, students begin to interpret the information found on maps. At this level, students understand that maps can answer the following questions:

- *Where is something located?*
- *What is the place like?*

The names of places on the map indicate location relative to other places on the map.

Map symbols explain the physical characteristics of places on the map. Grade-appropriate *landforms* include plateaus, islands, hills, mountains and valleys. *Bodies of water* include creeks, ponds, lakes and oceans. The map *key* explains what each symbol means.

Maps can be printed or in an electronic format.

Expectations for Learning

Describe the information provided on print and electronic maps using a map and its symbols.

Construct a map that includes a map title and key.

Instructional Strategies

Students create a map of their own island, including a key. Students can write questions for other students to answer using the map and its symbols.

Students use a treasure map of the classroom, school or playground and its symbols to find a prize.

Diverse Learners

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Map activities can be differentiated by student choice of location (e.g., playground, bedroom, town).

Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Geography***
Topic	***Places and Regions*** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
Content Statement	***6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.***

Content Elaborations

The human and physical characteristics of places impact the work that people do.

Human characteristics include language, religion and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers).

Physical characteristics include landforms, climate, soils and hydrology. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).

Expectations for Learning

Explain the connection between the work people do and the human and physical characteristics of the place where they live.

Instructional Strategies

Using pen pals or Skype, students can communicate with students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there. Using what they have learned, students make inferences about the impact of the physical characteristics on the work that the people do.

Provide students with photographs of various places and people doing various types of jobs. Ask students to match the worker or job to the place where the job would be performed. Have students explain the reasoning behind their matches.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***7. Human activities alter the physical environment, both positively and negatively.***

Content Elaborations

People depend upon the physical environment to survive, and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.

Examples of physical environment modifications include:

- Dams help control flooding and provide areas for recreation, but also destroy animal habitats.
- A new highway improves transportation, but valuable farmland may be destroyed.

Expectations for Learning

Describe positive and negative results of human changes to the physical environment.

Instructional Strategies

Investigate current-event issues such as an oil spill or air/water pollution and have students describe the positive and negative effects of these activities.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***8. Cultures develop in unique ways, in part through the influence of the physical environment.***

Content Elaborations

Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions and organizations. Material goods such as food, clothing, buildings, tools and machines also are part of culture.

In grade two, students can examine the different ways various cultures meet basic needs including:

- Food;
- Clothing;
- Shelter;
- Language; and
- Artistic expression.

Students begin to understand that the physical environment influences the way people meet those needs.

Examine various cultures from distinctly different physical environments.

Expectations for Learning

Describe how cultures are influenced by their physical environments to meet basic needs.

Instructional Strategies

Students research the cultural characteristics of a self-selected group of people (culture) and use the information to make a doll, shelter, recipe, tool or other product that represents the culture.

Students design a multi-media presentation that demonstrates the food, clothing, shelter, language and artistic expressions of a specific culture. The teacher guides students to make inferences about the influence of the physical environment on the way people meet their needs.

Have students look at pictures of various kinds of shelters and determine what they used from the physical environment to construct them.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits
Content Statement	***9. Interactions among cultures lead to sharing ways of life.***

Content Elaborations

As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life. This increased contact influences the way in which people borrow, adopt and adapt new ideas.

Consider the characteristics of food, language and customs. (The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.)

Note: Culture is a sensitive topic. Teachers and students need to respect and honor diversity among cultural groups.

Expectations for Learning

Describe examples of cultural sharing with respect to food, language and customs.

Instructional Strategies

Bring guest speakers from various cultures into the classroom to talk about their way of life. The teacher can work with students prior to the visit to draft questions for the speaker.

Use take-out menus that reflect different cultures to have students compare the different foods. Have students illustrate their favorite foods on a paper plate. Talk with students about the idea that you do not have to be of that culture to like that food. Also, have students brainstorm ways their families learn about foods from different cultures.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.***

Content Elaborations

Grade-one students learned that individuals are accountable for their actions. Second-grade students understand that personal accountability includes:

- Making responsible choices;
- Taking responsibility for personal actions;
- Demonstrating self-direction in tasks within the school;
- Engaging in the community (e.g., classroom, cafeteria, playground); and
- Respecting others.

Expectations for Learning

Demonstrate personal accountability, including making responsible choices, taking responsibility for personal actions and respecting others.

Instructional Strategies

Students design and role-play public service announcements that demonstrate respect for others and personal responsibility. Announcements might address issues like bullying, cheating, lying, stealing, disrespect, etc. Students can present the announcements to others at school.

The teacher can offer various scenarios for class discussion, such as *What would you do if you found a dollar on the floor?* Talk about how an individual's choice often impacts others.

Introduce a *talking stick* into the classroom. Students hold the stick when it is their turn to speak in class. Allow students to make the rules about the behavior of those who do not have the talking stick.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***11. Groups are accountable for choices they make and actions they take.***

Content Elaborations

As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken.

Students work collaboratively in groups to:

- Determine goals;
- Assign tasks for individuals;
- Complete assigned responsibilities; and
- Determine if goals are reached.

Cooperation in group settings requires personal skills such as:

- Managing conflict peacefully;
- Displaying courtesy to others in the group; and
- Respecting others.

These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.

Expectations for Learning

Work effectively in a group to complete a task or solve a problem for which the group is held accountable.

Instructional Strategies

Develop monthly class goals and have students evaluate class progress each month.

Read a version of the Cinderella tale to the class. Discuss *What if* questions, such as: *What if the stepsisters had been kind to Cinderella? What if the stepmother treated all the daughters equally?* Connect to treating others with respect as described in Content Statement 10.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Government***
Topic	***Rules and Laws*** Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
Content Statement	***12. There are different rules that govern behavior in different settings.***

Content Elaborations

First-grade students learned that rules exist in different settings. In grade two, students explore the idea that there are different rules that apply to behavior in different settings.

Examples include rules:

- In the classroom;
- On the playground or athletic field;
- At home;
- In the community;
- On the highway;
- In personal interaction with peers and adults; and
- About using technology responsibly.

Expectations for Learning

Demonstrate an understanding of the different rules in different settings.

Instructional Strategies

Use a graphic organizer to illustrate, compare and contrast the rules in different settings.

Diverse Learners

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Differentiate by different settings or student choice of graphic organizer for comparison.

Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.
Content Statement	***13. Information displayed on bar graphs can be used to compare quantities.***

Content Elaborations

A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities.

For example, if students want to monitor the number of books read by the class during the school year, display the information on a bar graph. Show months of the year on one axis and the number of books read each month on the other. Use colored bars to distinguish the number of books read each month.

Expectations for Learning

Construct a bar graph to compare quantities.

Instructional Strategies

Create human bar graphs and compare lengths of lines. For example, ask students to line up on the right if they are a cat lover and to line up on the left if they are a dog lover. Other topics could include favorite colors or favorite books.

Create bar graphs based on the questions and responses in a student-designed survey.

Diverse Learners

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Differentiate by student choice of information to gather for creating bar graphs.

Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Economics***
Topic	***Scarcity*** There are not enough resources to produce all the goods and services that people desire.
Content Statement	***14. Resources can be used in various ways.***

Content Elaborations

Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.

Expectations for Learning

Describe various uses for a resource.

Instructional Strategies

Use a graphic organizer to illustrate all of the ways a specific resource can be used.

Give students a list of resources and have them brainstorm multiple uses for each resource (e.g., trees, used for houses, fuel, paper, pencils or furniture).

Diverse Learners

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Allow for student choice of resources. Students can show their learning through discussion, journaling or drawing.

Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Economics***
Topic	***Production and Consumption*** Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
Content Statement	***15. Most people around the world work in jobs in which they produce specific goods and services.***

Content Elaborations

In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market.

For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.

Expectations for Learning

Explain why most people work in jobs where specific goods and services are produced.

Instructional Strategies

As an introduction to goods and services, have students participate in a classroom goods and services market. Some students can provide goods located on Good Street while others provide services located on Service Avenue. Activities could include buying a pencil, candy, etc., or providing a service like reading to a student, painting nails or helping with mathematics.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Economics***
Topic	***Markets*** Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
Content Statement	***16. People use money to buy and sell goods and services.***

Content Elaborations

Money is the generally accepted medium of exchange for goods and services. Different countries use different forms of money.

Expectations for Learning

Explain how people buy and sell goods and services using money.

Instructional Strategies

Role play situations where students use play money to purchase goods and services they want.

Diverse Learners

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Start a discussion about what it would be like to live in a world without money. Ask students: *What makes money a good way to buy things? Does currency make our life simpler?*

Instructional Resources

Connections

Essential Questions

Grade Two

Theme	***People Working Together***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***17. People earn income by working.***

Content Elaborations

First-grade students learned that currency (money) is a means of economic exchange. Second graders understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want.

People can save a portion of their income for the purchase of future goods and services.

Expectations for Learning

Explain how people earn income.

Instructional Strategies

Host a Career Day and invite community members to talk about how they earn money in the work that they do. Focus the day on a variety of careers.

Diverse Learners

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Instructional Resources

Connections

Essential Questions